



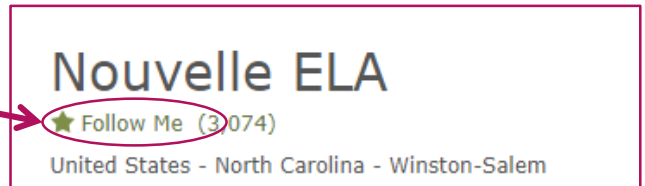
Escape Room Extra Puzzles

This is a collection of extra puzzles and templates for creating your own Escape Rooms. If you've already purchased an editable Escape Room and simply want more ideas for more variety, this resource is for you! You get puzzle ideas and resources, templates for tools and clue cards, and tons of examples for a variety of content areas. You do not need additional technology, locks, or boxes to complete this game. This resource is editable in Microsoft PowerPoint and includes a full tutorial of how to use this software to edit your room. This purchase includes a license for personal use only. If you'd like to sell games using these templates, please purchase the entire Escape Room Template Kit.

Please respect all terms of use as detailed in this document. Enjoy!

Did you know that you [receive TPT credit](#) for leaving feedback on products you have purchased from this store? Credit can be redeemed for future purchases. You can give feedback by going to [the product page](#). Be sure to follow me for updates & freebies!

Thanks,
Danielle @ Nouvelle ELA



Terms of Use

Please:	Please Do Not:
Enjoy this activity in your personal classroom.	Post these templates for free on a public website or in any Facebook or other social group.
Use this format again and again to create new games.	Post your creations for free or for sale. Please purchase the whole Escape Room Template Kit for a Commercial Use License.
Tell other teachers about this resource and direct them to the product page. You can purchase additional licenses for this resource at a reduced rate under the "My Purchases" tab at TpT.	Share this resource with your coworkers (including posting it in a district resource bank) without purchasing additional licenses.

Remember, we lead by example for the next generation!

The unauthorized reproduction or distribution of a copyrighted work is illegal. Criminal copyright infringement, including infringement without monetary gain, is investigated by the FBI and is punishable by fines and federal imprisonment.



Table of Contents

ESCAPE ROOM GUIDE

Your set-up and idea guide

Escape Room Basics (3)	Example Escape Room (4)	
Grading (5)	More Basics (6)	Planning Checklist (7)
Brainstorming Worksheet & Example (8-9)	Ideas for Codes & Puzzles (11)	
Ideas for Tasks & Games (12)	Things to Do With Dates (13)	
Working with Maps & Charts (14)	Working with Source Texts (15)	
Using Fonts to Create Codes (16)	Code Chart (17)	

STARTER ESCAPE ROOM

*An easy first Escape Room – just plug in your content
(ELA – Social Studies – Science – Math)*

Introduction	Preparation	
Solving the Encrypted Message		
Clue Cards	Sample Close Read	
Close Reading Page	Encrypted Message	
Answer Sheets	Station Cards	Task Cards

(Included in
Full Template Kit)

TEMPLATES

*A wide range of templates for making your rooms
more tailored and more complex*

Print Checklist (2)	Student Reflection (3-4)	
Clue Cards (6-13)	Answer Sheets (17-21)	
Task Cards & Station Titles (23-26)	Cipher Wheels (28-29)	
Cryptex (31-32)	Cryptograms (34-36)	Jigsaw Puzzles (38-43)
Word Mazes (45-53)	“Oops” Cards (55-56)	Mat Puzzle (58-61)

HOW TO EDIT THESE TEMPLATES WITH POWERPOINT

A start-up guide to using PPT for page design

Introduction (1)	Set Up PPT to Work for You (2-3)
Keyboard Shortcuts (4)	Photo Editing with PowerPoint (5)

Escape Room Basics

Welcome to your Escape Room Resource Box! This collection will help you create Escape Rooms and Breakout Boxes for any subject area. In addition to ideas, you get a variety of templates for creating aspects of your Room in PowerPoint. If you've never edited with PowerPoint before, never fear! I'll give you a complete tutorial to get you started.

An Escape Room is a collaborative puzzle game in which students work together to complete tasks. These tasks yield clues to find **keys**, which eventually unlock boxes and lead to a final celebration. You don't have to have actual locks and boxes, though – you can also imagine these keys as passwords to a final solution. These games can be as simple or complex as you want.

There are three main ways to present your activity:

1. SIMPLE BREAKOUT BOX (low teacher interaction, low teacher prep)

The easiest way to present this to students would be to put students in groups of 4-5 and give each group a copy of the tasks and an Answer Sheet. Students receive everything at the same time, and a group "wins" when they hand you a complete Answer Sheet with all of the correct **keys**.

Give each group an envelope with all of the materials needed. Students work at their desks.

2. MONITORED BREAKOUT BOX (medium teacher interaction, low teacher prep)

You can also give each group one task at a time. They must show you the correct **key** before you give them the next task. This is more work on your part, but allows you to assure that students have the correct answers as they progress.

3. ESCAPE ROOM (high teacher interaction, high teacher prep)

A true Escape Room allows a group of students to assess all of the tasks, and divide and conquer according to their strengths. In this model, you'll set up your tasks as stations throughout the room and permit students to play through them simultaneously. The activity will involve more movement and energy and all that that entails.

NARRATIVE VS. NON-NARRATIVE GAME

You can also choose how to write your room. The easiest option is a **non-narrative game**, which means that you won't have to imagine any premise for your students. This basically becomes a glorified stations activity, but more fun because of the puzzles you'll create.

A **narrative game** is much more immersive, but requires more creativity on your part. I've written an *Odyssey* breakout where students play as Telemachus and a *Lord of the Flies* breakout where students imagine that they arrive at the island after the events of the novel. You can really imagine any scenario to fit your content.

TASK #1: Plot

As you approach the huts, you begin to think something terrible may have happened on this island. Maybe you'll be able to find some clues about what happened that will help you and the others get rescued before it's too late...

In and around the huts, you find some pieces of paper. It looks as though they may have been torn out of a journal. Perhaps reading through them will help you understand what happened.

Remember, if you find anything else useful, write it down for later.

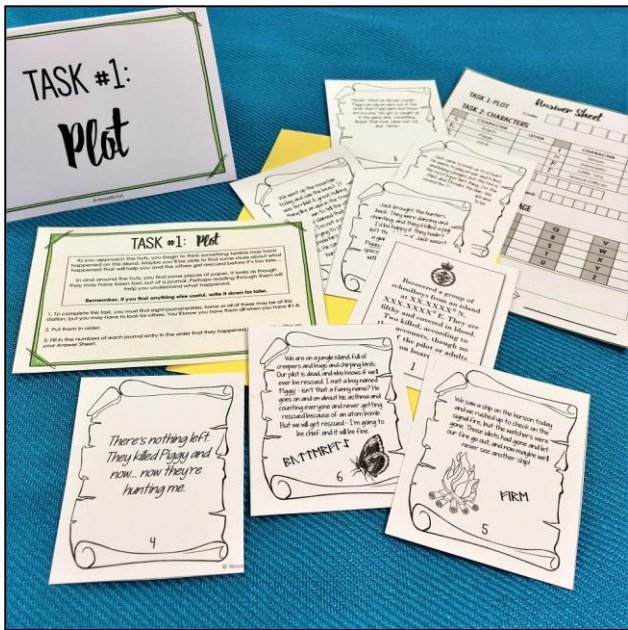
1. Read the eight journal entries.
2. Fill in the numbers of each journal entry in the order that they happened in *Lord of the Flies* on your Answer Sheet.

Escape Room Basics

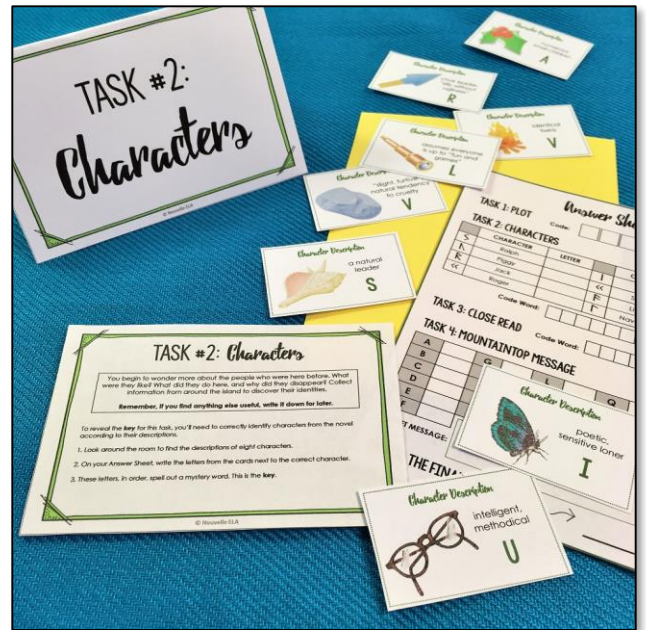
Example Escape Room

This is my [Lord of the Flies Escape Room](#). This is what I expect most students will be able to accomplish in 45-60 minutes. It is four basic stations, and students can complete Tasks 1-3 simultaneously (they can "divide and conquer"). Then, they can use the clues they've found to solve the code for Task 4. Lastly, there is a surprise collaborative task that really only takes students a few minutes once they figure out that it's collaborative.

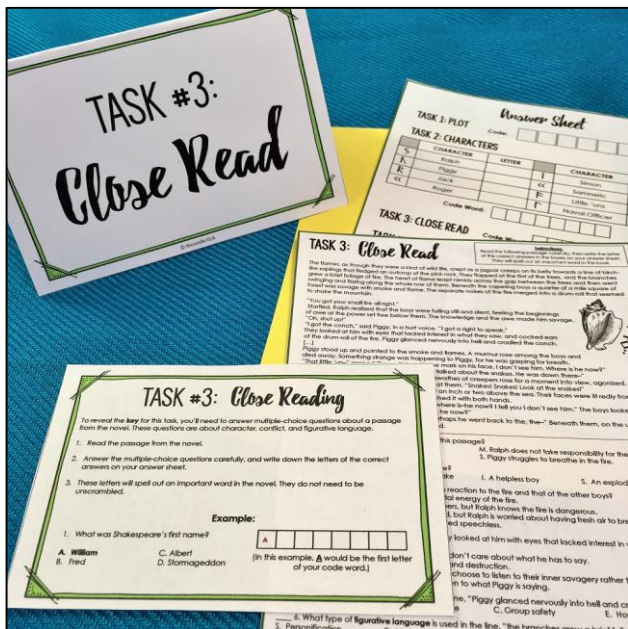
I recommend trying any Escape Room before you present it to students. You can also have colleagues or family members try it, and remember that they'll generally complete it a bit faster than your students.



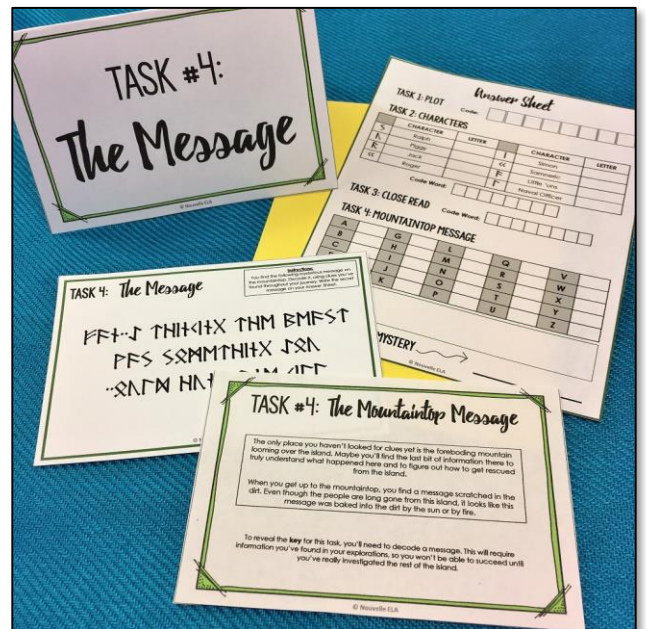
Task #1 – Students find journal entries and put them in order of occurrence in the book. This creates a number, which is the **key** entered on their answer sheet. (easy)



Task #2 – Students find character descriptions and match them to the characters on their answer sheet. (very easy)



Task #3 – Students complete a close reading passage. The answers to the multiple-choice questions reveal a **key**. (difficult)



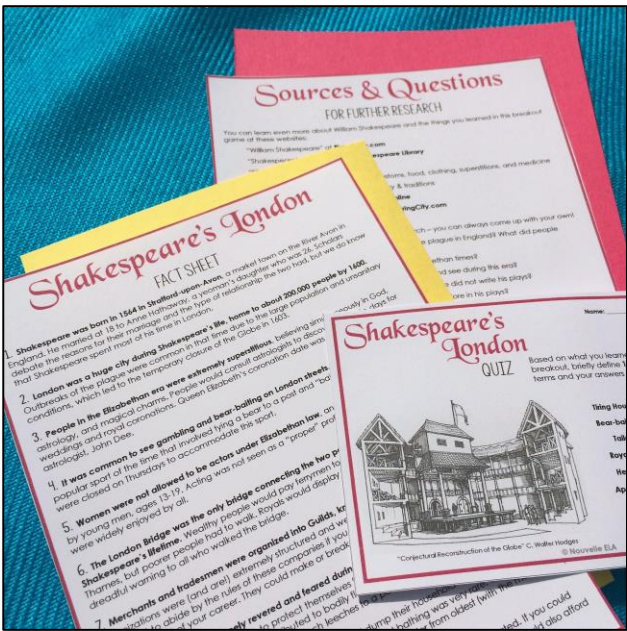
Task #4 – Students decode a message using clues they've found along the way. This ends up being an important quote from the novel and students analyze its importance as an extension activity (after the game is over).

Escape Room Basics

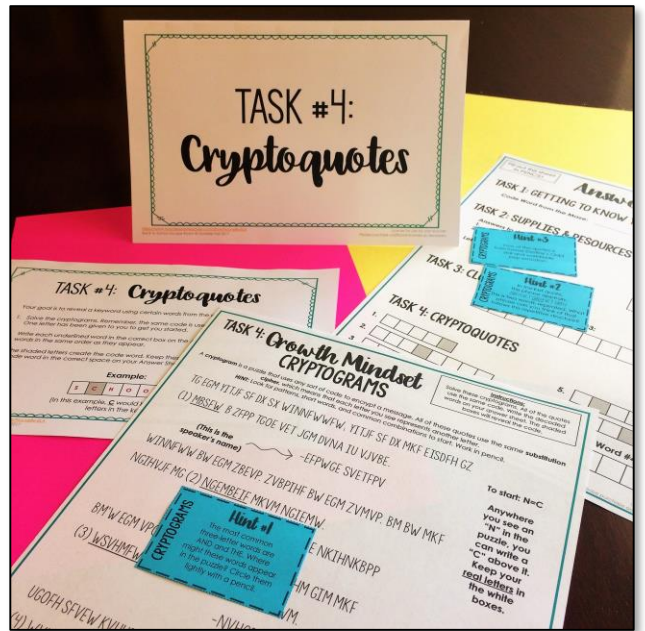
Assessing & Extending

I do not try to grade the actual completion of the Escape Room. I use them as either anticipatory activities or as review activities before a test or unit project. If I use the Room as an anticipatory activity, I will create a short quiz for students to complete the next day. I make it clear that all students are responsible for all of the information in the Room, even if they have divided and conquered for the tasks.

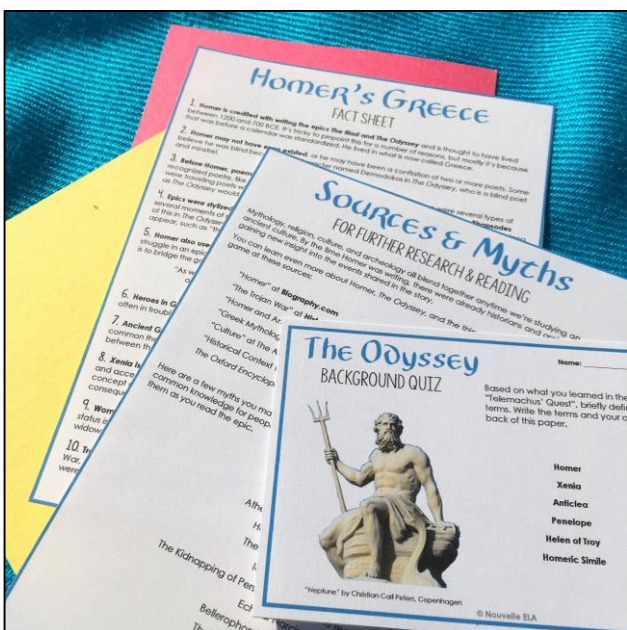
I generally add a writing task for students to complete after they're finished. For *Lord of the Flies*, I ask students to reflect on the actual group work of the Escape Room, particularly the surprise collaborative activity. For *A Midsummer Night's Dream*, students write about how a quote they've revealed over the course of the Room relates to a theme.



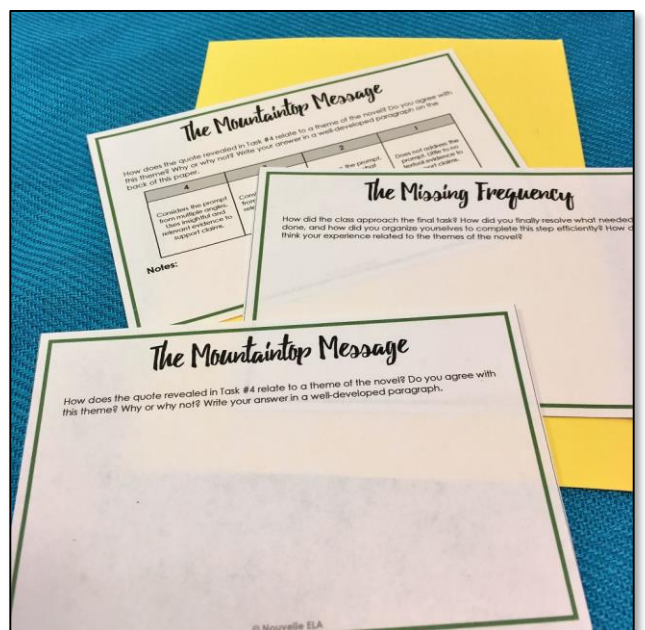
This Shakespeare intro is an anticipatory activity, so you could have students do more in-depth research after the initial Escape Room.



After "winning" this Back-to-School Escape Room, students choose one of the Growth Mindset quotes they've decoded and write a paragraph about why it speaks to them.



After the Odyssey Breakout Activity, I present students with twelve terms. They choose ten to define. This provides a bit of a buffer in case they didn't catch every term in the activity.



After the *Lord of the Flies* activity, I have students write about how the quote they've decoded connects to a theme. I also have them write about the experience of completing the Room together.

Escape Room Basics

EMOTIONAL PREPAREDNESS:

Each group will decide how to best find all of the **keys**, but the fastest groups will divide and conquer. Figuring this out is part of the team-building aspect of any Escape Room, but you may want to remind your students that everyone needs to participate and that no one person can do everything.

STATIONS:

If you use stations, set up one for each task. Each station should have several copies of the task and several copies of the novel or text, if you choose to let your students complete this open-book. Each student should have an Answer Sheet so that they can keep track of their own thoughts as they work on a station, but each team will verify one consolidated copy with you.

INVOLVING THE ENVIRONMENT: (optional)

For increased difficulty/movement/engagement, you can “hide” parts of the puzzle in your classroom. Because each classroom is different, this resource doesn't include any sort of environment hints. Instead, allow students to truly hunt for the pieces in your room. You can prepare for this activity by using masking tape across any cabinets or drawers they shouldn't open. Write the word “no” on this.

Hide enough copies of each clue for each team to find one. Encourage students to be discreet when they discover a clue, since they won't want others to find them quickly. Some great places to hide clues are under desks or tables, under the trashcan, behind the projector screen, or behind your classroom door.

You will have to **reset the room** between classes, taping the new clues in your locations. A great way to add some hunting without making a ton of work for yourself is to hide some of the clues and leave the rest at the station. For example, hide half of your clue cards but leave the rest at the table. Students will know from the Station Cards and the Answer Sheet how many total clues they need in both cases.

ADDING SOME “OOPS!” CARDS: (optional)

For increased difficulty AND equitable participation, consider using the “Oops!” cards. (I've labeled these Poison Cards in *Romeo & Juliet* or Enchantment Cards in *A Midsummer Night's Dream*.)

After ten minutes, select a member from each team. This should be the strongest or bossiest member, since your goal is to increase the participation of the other players. This player cannot participate again until the designated time is up. You could do this two or three times during the game, or attack randomly.

WINNING:

To win the game, a group must present you with one clean copy of an Answer Sheet with all of the correct **keys**. If they have an incorrect task, simply send them back and have them try again. Resist the urge to explain what they've done wrong until the other teams have escaped or attempted to escape the room.



Building Your Escape Room

Planning Checklist

Brainstorming

(Using the Brainstorming Worksheet)

- Determine your purpose
 - Will this be an anticipation activity? A review activity?
 - How long will this last?
- Determine your content
 - What are the most important aspects to cover?
 - How can you build a theme for your room?
- Brainstorm (at least) three puzzles
 - Which tasks can create a “quick win” to build student confidence? (easy)
 - Which tasks will be straightforward, but take more time? (medium)
 - Which tasks demonstrate content expertise AND critical thinking? (difficult)
- Establish your keys or passwords
 - How will students demonstrate they’ve finished a task?
 - What keys/passwords will they need for each level?
 - Will these be given to you on paper, or in a Google Form?
 - Will there be a prize for the winners?

Building

- Design your puzzles using the included **Templates**
- Create an **Answer Sheet** so that students can prove completion
- Add any finishing touches, like “Oops!” cards, a writing task, or a quiz
- Decide whether and how you’ll grade this activity

Executing

- Run through the Room at home or with colleagues and friends to see if it needs editing
- Plan your printing using the **Print Checklist**
- Print and cut your materials
- Build anticipation with your students

Have a great Escape Room!

Escape Room Brainstorming

TOPIC	What are your students studying? What core text(s) will you use?
TIMING	When will this Escape Room occur? (Before, during, or at the end of a unit?)
NEW SKILLS & KNOWLEDGE	What new skills and knowledge do you want your students to demonstrate? (This leads into <u>subtopics</u> , below)
SUBTOPICS	What are some subtopics you hope to cover? (Or, how might you subdivide your topic into manageable chunks?)

Each subtopic can become its own task.

	SUBTOPIC #1: -----	SUBTOPIC #2: -----	SUBTOPIC #3: -----	SUBTOPIC #4: -----	SUBTOPIC #5: -----
STANDARD					
TASK TYPE					
KEY					

Other Notes:

Lord of the Flies Escape Room

TOPIC	What are your students studying? What core text(s) will you use? <i>Lord of the Flies by William Golding</i>
TIMING	When will this Escape Room occur? (Before, during, or at the end of a unit?) <i>At the end - test review</i>
NEW SKILLS & KNOWLEDGE	What new skills and knowledge do you want your students to demonstrate? (This leads into <u>subtopics</u> , below) <i>Demonstrate understanding of plot, character, theme, and figurative language... and it would be great if they had to collaborate on a task.</i>
SUBTOPICS	What are some subtopics you hope to cover? (Or, how might you subdivide your topic into manageable chunks?) <i>Plot, character, reflect on a theme, a close reading for figurative language</i>

Each subtopic can become its own task.

	SUBTOPIC #1: <u>Plot</u>	SUBTOPIC #2: <u>Character</u>	SUBTOPIC #3: <u>Fig. Lang.</u>	SUBTOPIC #4: <u>Theme</u>	SUBTOPIC #5: <u>Theme</u>
STANDARD	RL.9-10.5		RL.9-10.4	RL.9-10.2	RL.9-10.2 SL.9-10.2
TASK TYPE	(Easy) Students put plot points in order - maybe journal entries?	(Easy) Ss match characters, descriptions, and symbols somehow...	(Hard) Close Reading passage for figurative language - one of the Beast scenes?	(Medium) A CODE students solve in the game - students write about this quote as extension	(Hard) I want students to work together at the end, somehow - maybe give each group part of the final puzzle?
KEY		SURVIVAL	MOUNTAIN		??

Other Notes:

For the final task, I don't think Ss should be told they're working together - the clues should hint at it, but they should be able to come to this conclusion without adult interference. This mirrors what would have been the BEST outcome for the book.

Ideas & Resources

Ideas for Codes & Puzzles

SIMPLE SUBSTITUTIONS

The easiest sort of code to implement in your Escape Room is a simple substitution code. Students either figure out a letter-for-letter substitution based on context (for example, in Cryptograms) or collect the letters from other places in the game. Here's an example of how students collect letters of the code in my *Lord of the Flies* Escape Room. I simply encoded some extra words (outside of the main message) and placed them on other clues in the game.



TRANSACTIONAL SOLUTIONS

$$2x + 3 = 9$$
$$x = (G)$$

You can also have students solve a problem to receive a letter (or letters) of a code they'll need later.

In this example, students solve for x , and the Answer Sheet tells them that their solution (3) will substitute later for the letter G. This is a great method for when you want students to find just a handful of letters to decode a code word.

COLOR-BASED CODES

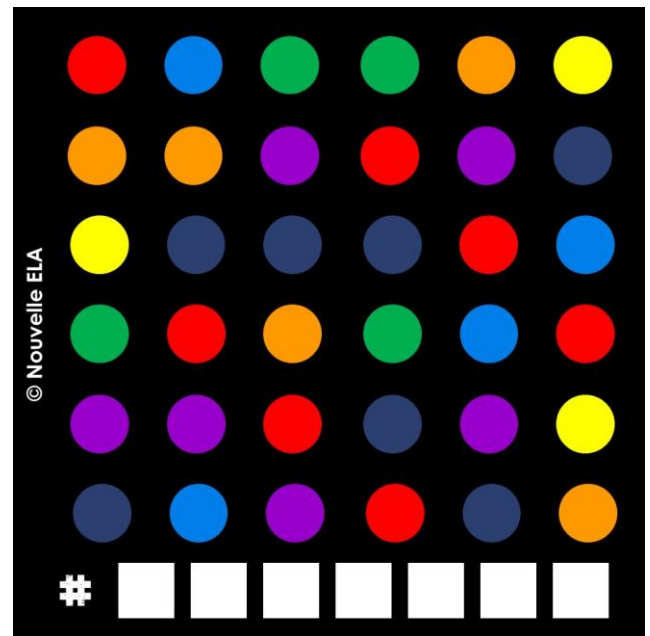
You can also encode information in other sorts of clues. Here's an example of a color-based puzzle. Students eventually need to figure out to put the numbers in the order of ROYGBIV, so that makes this a great science puzzle.

MISINFORMATION PUZZLES

You can also include codes that ask students to identify what's **WRONG** with a set of information. This could be correcting incorrect information in order to reveal numbers or letters.

For example, if you were a Geography teacher that wanted to review countries in Europe, students could collect a list of mislabeled countries. Perhaps each country had a number attached to it, and when the students correctly name the countries, this could reveal a code.

These puzzles require students to solve problems first, and then figure out what answers those problems yield.



1.

D	E	N	M	A	R	K	
---	---	---	---	---	---	---	--
2.

S	L	O	V	A	K	I	A
---	---	---	---	---	---	---	---
3.

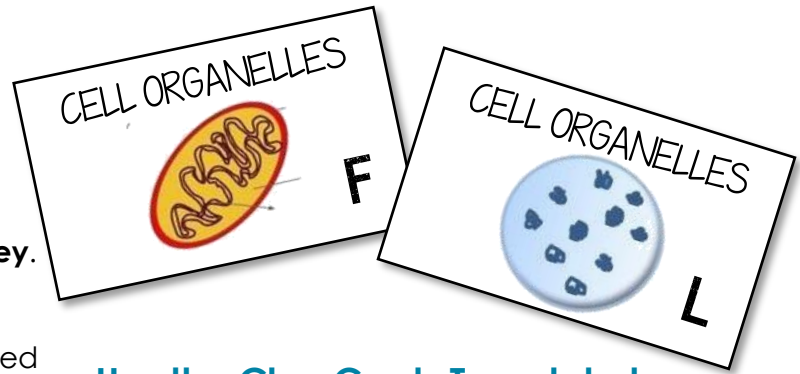
P	O	R	T	U	G	A	L
---	---	---	---	---	---	---	---

Ideas for Tasks & Games

USING CLUE CARDS

Clue Cards are a super easy tool for your Escape Room. You can leave them in an envelope at a station or hide some throughout your classroom. Students extract necessary information from them and transfer it to their Answer Sheet to reveal the **key**.

In this Science example, students match the letter from the Clue Card to the correct cell organelle listed on their Answer Sheet. When finished, this spells out a word.



Use the [Clue Cards Template](#) to get started designing this task.

TASK 1: Characters & Quotes

Instructions:

1. Identify each character by their description and/or quote. (Each character is used once)
2. Write the LETTER of the answer in each **NUMBERED** box.
3. This will reveal a secret message.

1. Bottom	2. Demetrius	3. Egeus	4. Flute	5. Helena	6. Hermia
7. Hippolyta	8. Lysander	9. Oberon	10. Peaseblossom	11. Philostrate	12. Puck
13. Quince	14. Snout	15. Snug	16. Starveling	17. Theseus	18. Titania

Q. "We must starve our sight from lovers' food till morrow deep midnight."
-A headstrong character who plans to elope

S. "Do I entice you? do I speak you fair? Or, rather, do I not in plainest truth tell you, I do not, nor I cannot love you?"
-A hard-hearted adamant

M. Assistant to the Duke

R. "What angel wakes me from my flowery bed?"
-A vain and hot-tempered ruler

L. "Your wrongs do set a scandal on my sex. We cannot fight for love as men may do."
-A drama queen who thinks she's being tricked

A. "O monstrous! O strange! we are haunted. Pray, masters! Pray, masters! Help!"
-A struggling director

U. "But of the story of the night told over, and all their minds transfigured so together, more witnesseth than fancy's images, and grows to something of great constancy."
-the skeptical one in the relationship

N. "Thus have I, Wall, my part discharged so; And, being done, thus Wall away doth go."

K. "I am, my lord, as well defined as he, as well possess'd; my love is more than his."
-An honest character trying to fight for love

A. "Thou hast by moonlight at her window sung! With cunning hast thou fitch'd my daughter's heart."

F. "Cupid is a knavish lad, thus to make poor females mad."
-A trickster goblin who messes with mortals

O. One of four faeries who serve the queen.

Y. "For, if I should as Ion come in stiffe into this place, 'twere pity on my life."

L. "Nay, faith, let me not play a woman. I have a beard coming."

C. "I do but beg a little changeling boy, to be my henchman."
-uses a magic flower to get revenge

I. "The eye of man hath not heard, the ear of man hath not seen, man's hand is not able to taste, his tongue to conceive, nor his heart to report, what my dream was."
-an overzealous actor

H. Portrays the moon in the play-within-the-play

E. "To live a barren sister all your life, chanting faint hymns to the cold fruitless moon."
-proposes a punishment for another character

© Nouvelle ELA

MATCHING

You can transform any matching exercise or close reading activity to be part of an Escape Room, as long as you figure out how the correct answers create a key. In this exercise, students match quotes and descriptions with the correct characters. When done correctly, it spells out a key phrase.

Generally, I like to have at least one activity like this to balance out the activities where students run around the room.

JIGSAW PUZZLES

You can also include a Jigsaw Puzzle. You can create one in PowerPoint or online. Once students complete the puzzle, this can reveal information or another puzzle.

In the example from The Odyssey Breakout (above right), the finished puzzle reveals a map of Ithaca. When students fill in the correct destinations of Odysseus' voyage, they reveal the **key**. They also pick up part of a code they'll need later in the game.

In the example from A Midsummer Night's Dream Escape Room, students assemble a quote from Shakespeare. The artistic effects applied to this make it quite confusing until you're able to see the whole thing. As an extension, students write about this quote once the game has finished.

You can also use this [Online Jigsaw Puzzle Maker](#) for your digital breakouts, or as one digital station in an otherwise paper-based Escape Room.



Things to Do with Dates

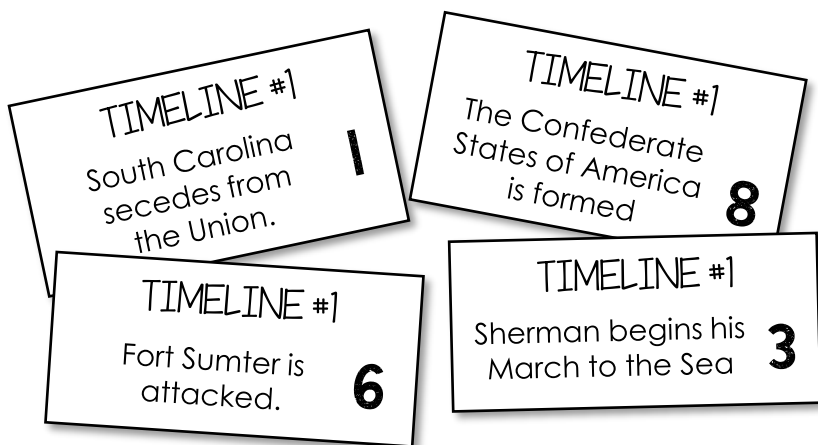
YIELD A DATE

You can design your Answer Sheet so that students figure out a date in an early Task that they will need later to answer a question.

MAJOR BATTLES

This battle ended in _____ and has been called the "turning point" of the war.

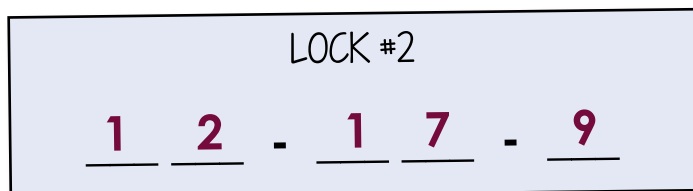
(Timeline #1)



- | | | | |
|---|---|---|---|
| 1 | 9 | 0 | 1 |
|---|---|---|---|
- | | | | |
|---|---|---|---|
| 1 | 9 | 2 | 0 |
|---|---|---|---|
- | | | | |
|---|---|---|---|
| 1 | 9 | 2 | 5 |
|---|---|---|---|
- | | | | |
|---|---|---|---|
| 1 | 9 | 3 | 7 |
|---|---|---|---|
- | | | | |
|---|---|---|---|
| 1 | 9 | 5 | 2 |
|---|---|---|---|

CREATE A COMBINATION

If you want, you can use physical locks with your Room. This could be a great way to get some dates involved in the action. The simplest way would be to have the correct date unlock a four-digit lock. You could also transform the numbers into a combination, as shown here.



HIDE A DATE IN PLAIN SIGHT

You can find creative ways to hide a date or a whole question in plain sight. For example, look at this hand of cards to the right. If you prompted students to find a person's name, what would they guess? (William, Duke of Normandy, perhaps) How about a place name? (Hastings)

You can hide dates in every day objects, too, such as a remote control (perhaps placing tape on the numbers students need) or in a book (using page numbers or copyright information).

This method is great when you want to start with a date and have students derive information (people, events) rather than the reverse.

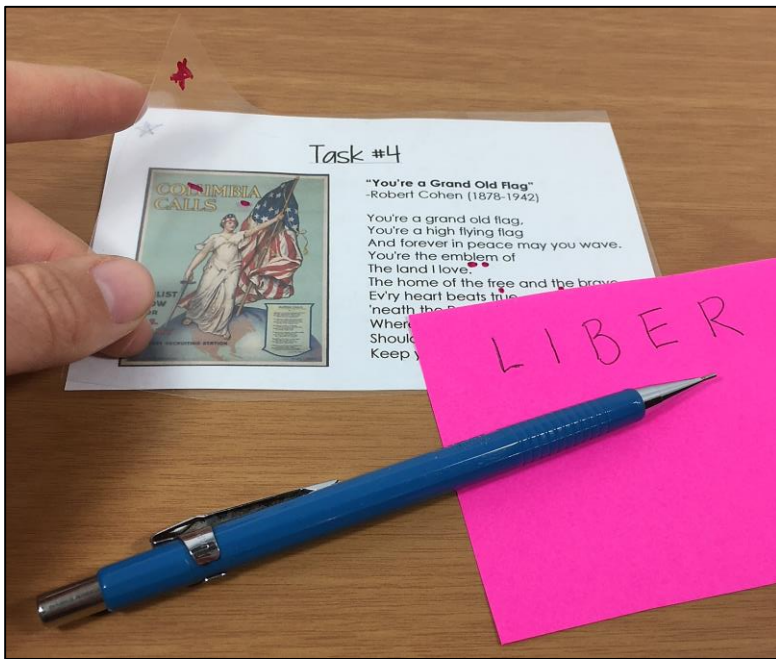


Working with Source Texts

ASK COMPREHENSION QUESTIONS

The easiest route to using any sort of text (primary or secondary) is to create comprehension questions. The answers to these questions will create your **key**.

You can design your Answer Sheet however you want in order to create this key. I like to create shaded boxes so that the answers, reading downwards, spell out a code word. ☺



CREATE A FACT SORT

You can also have students sort fact cards. These can be Clue Cards that they find in the room or receive at a station, but they'll sort them into categories or sets. These fact cards can accompany a primary or secondary source text that students will use to make inferences or verify their work.



Questions

Answer the following questions on your Answer Sheet. Each answer will be one word. If the answer is a name, use only the last name. The shaded letters on the Answer Sheet will reveal a secret phrase.



- In addition to housing shortages, what type of "poor conditions" did migrants face?
- Name a very successful composer and pianist who got their start at the Cotton Club.
- Find another word for "illegal" or "illicit".
- What word means "giving rights to"?
- Find a general name for a secret bar.
- What did you need to get into one of these clubs?
- Find a word that means "taking something belonging to someone else's culture".
- Find a synonym in the text for "supporter".
- Who owned the Cotton Club?
- Who led the repeal of the 18th Amendment?

© Nouvelle ELA

CREATE A PUZZLE OR CODE

One of the most fun things for you to create will be a puzzle based on a primary source. This could take a million and one forms, so here are some ideas:

- *Have students find a transparency in the room that overlays with a source to reveal a message
- *Hide information in plain sight by writing on a text with blacklight pen. Then, give students blacklight flashlights to help them find the clues.
- *Have students reassemble a document to reveal a code. This would be particularly useful for demonstrating understanding of text structures.



Sitting Bull - "Behold, my brothers, the spring has come; the earth has received the embraces of the sun and we shall soon see the results of that love! Every seed has awakened and so has all animal life. It is through this mysterious power that we too have our being and we therefore yield to our neighbors, even our animal neighbors, the same right as ourselves, to inhabit this land. Yet hear me, my people, we have now to deal with another race - small and feeble when our fathers first met them, but now great and overbearing. Strangely enough they have a mind to till the soil and the love of possessions is a disease with them. . . . They claim this mother of ours, the earth, for their own, and fence their neighbors away; they deface her with their buildings and their refuse. They threaten to take [the land] away from us. My brothers, shall we submit, or shall we say to them: "First kill me before you take possession of my Fatherland." - *Sitting Bull's Speech at the Powder River Council, 1877.*



Chief Joseph - Chief Joseph recounted late in his life how "the first white men of your people who came to our country were named Lewis and Clark. They brought many things which our people had never seen. They talked straight and our people gave them a great feast as proof that their hearts were friendly. They made presents to our chiefs and our people made presents to them. We had great many horses of which we gave them what they needed, and they gave us guns and tobacco in return. All the Nez Perce made friends with Lewis and Clark and agreed to let them pass through their country and never to make war on white men. This promise, the Nez Perce has never broken" (*New Perspectives of the West, "Chief Joseph Speaks," PBS*). In 1863, following a gold rush into Nez Perce territory, the federal government took nearly 6 million acres of land, and forced the Nez Perce tribe onto a reservation in Idaho one tenth its original size.

"I am tired of fighting. Our chiefs are killed. Looking Glass is dead. Toohululsote is dead. The old men are all dead. It is the young men who say yes or no. He who led the young men is dead. It is cold, and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food; no one knows where they are—perhaps freezing to death. I want to have time to look for my children, and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs, I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever." - Surrender speech, 1877 by Chief Joseph (chief of the Nez Perce) *Chief Joseph tried many appeals to the federal authorities to return the Nez Perce to the land of their ancestors. In 1885, he was sent along with many of his band to a reservation in Washington where, according to the reservation doctor, he later died of a broken heart.*

Crazy Horse - Sioux - "I was hostile to the white man...We preferred hunting to a life of idleness on our reservations. At times we did not get enough to eat and we were not allowed to hunt. All we wanted was peace and to be let alone. Soldiers came...in the winter...and destroyed our villages. Then Long Hair (Custer) came...They said we massacred him, but he would have done the same to us. Our first impulse was to escape...but we were so hemmed in we had to fight. After that I lived in peace, but the government would not let me alone. I was not allowed to remain quiet. I was tired of fighting...They tried to confine me...and a soldier ran his bayonet into me. I have spoken."

Some Basic Codes

Letter	Number	Radio	Morse	Pigpen
A	1	Alpha	.-	└
B	2	Bravo	-...	┐
C	3	Charlie	-...-	└
D	4	Delta	-..	┘
E	5	Echo	.	□
F	6	Foxtrot	...-	┌
G	7	Golf	-.-.	└
H	8	Hotel	┐
I	9	Indigo	..	┌
J	10	Juliet	.-.-.-	┘
K	11	Kilo	-.-	┐
L	12	Lima	.-...	└
M	13	Mike	--	┘
N	14	November	-.	┐
O	15	Oscar	---	┌
P	16	Papa	.-.-.	└
Q	17	Quebec	-.-.-	┐
R	18	Romeo	...-	└
S	19	Sierra	...	∨
T	20	Tango	-	>
U	21	Uniform	...-	<
V	22	Victor	...-	∧
W	23	Whiskey	.-.-	∨
X	24	X-ray	-...-	>
Y	25	Yankee	-.-.-	<
Z	26	Zulu	-...-	∧